**Grades K-12**

**School Library**

**Student Growth Model Directions**

**The Common Core State Standards (CCSS) emphasizes students engaging in short focused research all year long. Therefore, we need to guide and support students in the research process beginning in kindergarten. It is necessary to scaffold the teaching and learning of research, so that by grade 12 students can independently participate in research projects.**

**REQUIRED**

**Appendix I**

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**Grades K-2**

**The Common Core State Standards (CCSS) emphasizes students engaging in short focused research. According to the CCSS, students in grades K-2 need to participate in shared research and writing projects throughout the year. This means guiding and supporting students as we scaffold the teaching and learning of research so that by grade 3 students can begin to independently participate in research projects.**

**GRADES K-2 SCHOOL LIBRARIAN DIRECTIONS**

**The school librarian will need to conduct at least two shared short focused research tasks which must:**

**•Include at least ten or more students**

**•Measure two points in time within the school year with at least 8 weeks between those two points in time.**

**•Demonstrate an increase on the school library performance rubric average score based on following an inquiry based research process by 5% as compared to the score earned by the student data sample on the baseline performance.**

**School librarians may use their own graphic organizer(s) if the graphic organizer(s) used shows evidence aligned to the required 5 performance measures aligned to AASL Standards for the 21st-Century Learner.**

**The school librarian must use the required School Library DPAS II Rubric to address the following 5 performance measures which are aligned to AASL Standards for the 21st-Century Learner. Learners use skills, resources and tools to:**

1. **Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives (1.1.1).**
2. **Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge (2.1.1).**
3. **Students will complete the inquiry based research process by demonstrating new understandings (3.1.1).**
4. **Students will organize information so it makes sense to self and others (2.1.2).**
5. **Students will follow ethical and legal guidelines in gathering and using information (1.3.3).**

**REQUIRED Grades K-2 School Library DPAS II Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1.1.1 Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives.  2.1.1 Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge.  3.1.1 Students will complete the inquiry based research process by demonstrating new understandings.  2.1.2 Students will organize information so it makes sense to self and others.  1.3.3 Follow ethical and legal guidelines in gathering and using information. | | | | | |
|  | **4**  **There is evidence the student effectively:** | **3**  **There is some evidence the student:** | **2**  **There is limited evidence the student:** | **1**  **There is little evidence the student:** | **0**  **There is no evidence the student:** |
| **1.1.1** | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. |
| **2.1.1** | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. |
| **3.1.1** | Completed the inquiry based research process by demonstrating new understandings. | Completed the inquiry based research process by demonstrating new understandings. | Completed the inquiry based research process by demonstrating new understandings. | Completed the inquiry based research process by demonstrating new understandings. | Completed the inquiry based research process by demonstrating new understandings. |
| **2.1.2** | Organized information so it makes sense to self and others. | Organized information so it makes sense to self and others. | Organized information so it makes sense to self and others. | Organized information so it makes sense to self and others. | Organized information so it makes sense to self and others. |
| **1.3.3** | Followed ethical and legal guidelines in gathering and using information. | Followed ethical and legal guidelines in gathering and using information. | Followed ethical and legal guidelines in gathering and using information. | Followed ethical and legal guidelines in gathering and using information. | Followed ethical and legal guidelines in gathering and using information. |
|  | Total Points x 4 =\_\_\_\_\_ | Total Points x 3 =\_\_\_\_\_ | Total Points x 2 =\_\_\_\_\_ | Total Points x 1 =\_\_\_\_\_ | Total Points x 0 =\_\_\_\_\_ |
|  | Total Score =\_\_\_\_\_ |  | | | |

The CCSS emphasizes students engaging in short focused research that can take as little as a couple of days to two weeks.  According to the CCSS, students in grades K-2 need to participate in shared research and writing projects.  This means guiding and supporting students as we scaffold the teaching and learning of research so that by grade 3 students can begin to independently participate in research projects.

**School Library**

**Combined (5 Required and 5 Selected) Performance Measures for Student Growth**

**Grades K-2 DPAS II Performance Measures Addressed**

|  |
| --- |
| **Scoring will be based on:**   * • A data sample of at least ten or more students * • Two points in time within the school year with at least 8 weeks between those two points in time. * • A change in average student data sample (group of 10 or more students) score from baseline to target. * • An increase on the school library performance rubric average score based on following an inquiry based research process by 5% as compared to the score earned by the student data sample on the baseline performance. |
| **Required** Performance Measures addressed:  1.1.1 Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives.  2.1.1 Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge.  3.1.1 Students will complete the inquiry based research process by demonstrating new understandings.  2.1.2 Students will organize information so it makes sense to self and others.  1.3.3 Follow ethical and legal guidelines in gathering and using information.  **Selected** Performance Measures addressed(indicate the 5 chosen by LEA):  \_\_\_\_\_1.1.4 - Find, Evaluate, and select appropriate sources to answer questions  \_\_\_\_\_1.1.5 - Evaluate information found in selected sources.  \_\_\_\_\_1.1.6 - Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.  \_\_\_\_\_1.1.7 - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.  \_\_\_\_\_1.4.1 – Monitor own information-seeking process for effectiveness and progress, and adapt as necessary.  \_\_\_\_\_2.2.1 – Demonstrate flexibility in the use of resources by adapting information strategies to each specific resources and by seeking additional resources when clear conclusions cannot be drawn.  \_\_\_\_\_2.4.1 - Determine how to act on information (accept, reject, modify).  \_\_\_\_\_3.1.3 – Use writing and speaking skills to communicate new understandings effectively.  \_\_\_\_\_3.1.4 – Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess.  \_\_\_\_\_4.3.2 – Recognize that resources are created for a variety of purposes. |

**School Librarians**

**Student Data and Evidence Collection Sample**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Names** | **Baseline Score** | | **Target Score** | |
| 1. Scott Corbit | Required=  16 | Total=28 | Required=  18 | Total=  33 |
| Selected=  12 | Selected=  15 |
| 1. Danielle Steele | Required=  10 | Total=28 | Required=  12 | Total=  30 |
| Selected=  18 | Selected=  18 |
| 1. Ernest Hemingway | Required=  13 | Total=28 | Required=  14 | Total=  30 |
| Selected=  15 | Selected=  16 |
| 1. Ralph Ellison | Required=  11 | Total=31 | Required=  13 | Total=  33 |
| Selected=  20 | Selected=  20 |
| 1. Gary Paulson | Required=  19 | Total=24 | Required=  19 | Total=  34 |
| Selected=  5 | Selected=  15 |
| 1. Lady Gaga | Required=  14 | Total=30 | Required=  17 | Total=  37 |
| Selected=  16 | Selected=  20 |
| 1. Patricia Polacco | Required=  5 | Total=13 | Required=  5 | Total=  13 |
| Selected=  8 | Selected=  8 |
| 1. Alice Walker | Required=  0 | Total=0 | Required=  8 | Total=  18 |
| Selected=  0 | Selected=  10 |
| 1. Richard Ford | Required=  13 | Total=25 | Required=  13 | Total=  25 |
| Selected=  12 | Selected=  12 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Greg Tang | Required=  17 | Total=31 | Required=  16 | Total=  28 |
| Selected=  14 | Selected=  12 |
| 1. E. B. White | Required=  20 | Total=40 | Required=  10 | Total=  28 |
| Selected=  20 | Selected=  18 |
| 1. Maurice Sendak | Required=  9 | Total=21 | Required=  13 | Total=  28 |
| Selected=  12 | Selected=  15 |
| 1. Eric Carle | Required=  15 | Total=23 | Required=  11 | Total=  31 |
| Selected=  8 | Selected=  20 |
| 1. Chuck Klosterman | Required=  15 | Total=30 | Required=  19 | Total=  24 |
| Selected=  15 | Selected=  5 |
| 1. Phyllis Naylor | Required=  6 | Total=14 | Required=  14 | Total=  30 |
| Selected=  8 | Selected=  16 |
| 1. Ray Bradbury | Required=  7 | Total=19 | Required=  5 | Total=  13 |
| Selected=  12 | Selected=  8 |
| 1. Shel Silverstein | Required=  10 | Total=24 | Required=  0 | Total=  0 |
| Selected=  14 | Selected=  0 |
| 1. Dan Gutman | Required=  13 | Total=31 | Required=  13 | Total=  25 |
| Selected=  18 | Selected=  12 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1. Walter Dean Myers | Required=  7 | Total=14 | | Required=  18 | Total=  36 |
| Selected=  7 | Selected=  18 |
| 1. Virginia Hamilton | Required=  8 | Total=16 | | Required=  12 | Total=  22 |
| Selected=  8 | Selected=  10 |
| Average score of each performance session is calculated by adding the total points for each student and dividing by number of students | **Baseline Average Score**  Total points for student data sample(whole group)  470 ÷  Number of students  20 = 23.5 average student score  5% of 23.5= 1.175  Baseline score times 5 percent = target goal. | | **Target Average Score**  Total points for student data sample(whole group)  534 ÷  Number of students  20 = 26.7 average student score  5% growth would equal of 23.5 +1.175= 24.675 | | Increase is demonstrated by comparing session one to session two.  **Steps to Calculate:**   * Target score   minus the baseline score equals the raw difference 26.7-23.5=3.2   * Take the raw difference   divided by the baseline score times 100 equals percentage growth  3.2÷23.5 x 100.  **Calculations:**  26.7 - 23.5=3.2  3.2 ÷ 23.5 x 100=  **13.6% growth.**  **Increase = 13.6% growth** |

**GRADES K-2 SCHOOL LIBRARY TASK**

**The student will conduct a shared short focused inquiry based research project that builds knowledge and organizes and presents research information about a topic aligned to your LEA Core Curricula and Common Core State Standards.**

**GRADES K-2 STUDENT LEARNING OUTCOME**

**The student learning outcome must be a student product which demonstrates proficiency to accomplish the shared, short focused inquiry based research project. Through the research process the school librarian will gather evidence through a student product, which demonstrates proficiency to accomplish the shared short focused inquiry based research activities.**

* **You may use the following resources to assist your students in your research process:**
  + **LEA Core Subject Curriculum**
  + **Common Core State Standards -** [**http://www.corestandards.org**](http://www.corestandards.org/)
  + **Big 6 (or Super 3) -** [**http://www.big6.com**](http://www.big6.com/)
  + **UDLib/SEARCH -** [**http://udlibsearch.lib.udel.edu**](http://udlibsearch.lib.udel.edu)
* **Suggested product/outcome choices which show the information learned in the research process:**

|  |  |  |  |
| --- | --- | --- | --- |
| Power Point | Web 2.0  (i.e. Digital Story, Wiki) | Skit | Performance |
| Picture Book | Comic Strip | Publication | Written Response |
| Video | Illustrations/Poster | Game | Oral Presentation |

**The following are the graphic organizers recommended for students to engage in a shared short focused, inquiry based, research project. The graphic organizers included are to assist in scaffolding the research process. There are two graphic organizers included for each performance measure to help differentiate various levels of learners. School librarians may use their own graphic organizer(s) if the graphic organizer(s) used shows evidence aligned to the required 5 performance measures which are aligned to AASL Standards for the 21st-Century Learner.**

**Grades K-2 Student Research Graphic Organizer #1**

**EQ: How can I use research to help me learn and share new information?**

|  |  |
| --- | --- |
| **Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives (1.1.1).** | |
| **Draw a picture or write about your research topic.** | **Draw a picture or write what you already know about your research topic?** |
| * **Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge (2.1.1).** * **Students will complete the inquiry based research process by demonstrating new understandings (3.1.1).**   **As you complete the graphic organizer, think about…**   1. What source will have the answers? 2. What source can I use to find what I need? 3. Where can I find the sources? 4. Where can I find what information I need?   \*Please note that various forms of note taking can be used as long as the students are addressing the performance measures. | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Titles** | **Facts** | **What information is new to you?** | **How helpful was this source?** |
| **Source 1** | C:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900432645[1].pngC:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0285750.wmfC:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900054709[1].wmf  **\*Circle the type of source** |  |  | **☺**  **Just Ok**  **☹** |
| **Source 2** | C:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900432645[1].pngC:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0285750.wmfC:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900054709[1].wmf  **\*Circle the type of source** |  |  | **☺**  **Just Ok**  **☹** |
| **Source 3** | **\***  C:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900432645[1].pngC:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0285750.wmfC:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900054709[1].wmf  **\*Circle the type of source** |  |  | **☺**  **Just Ok**  **☹** |

|  |
| --- |
| * **Students will organize information so it makes sense to self and others (2.1.2).**   **As you complete the graphic organizer, think about…**   1. How can I share what I have learned? 2. What can I make to finish the job? |
| **Draw or write about the new information you learned from your sources.** |

|  |  |
| --- | --- |
| * **Students will follow ethical and legal guidelines in gathering and using information (1.3.3).** | |
| **Citations** | |
| **Source 1** |  |
| **Author’s Last Name** |  |
| **Author’s First Name** |  |
| **Title of Source** |  |
| **Source 2** |  |
| **Author Last Name** |  |
| **Author’s First Name** |  |
| **Title of Source** |  |
| **Source 3** |  |
| **Author’s Last Name** |  |
| **Author’s First Name** |  |
| **Title of Source** |  |

**Grades K-2 Student Research Graphic Organizer #2**

**EQ: How can I use research to help me learn and share new information?**

|  |  |
| --- | --- |
| **Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives (1.1.1).** | |
| **Draw a picture or write about your research topic.** | **Draw a picture or write what you already know about your research topic?** |

* **Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge (2.1.1).**
* **Students will complete the inquiry based research process by demonstrating new understandings (3.1.1).**

**As you complete the graphic organizer, think about…**

1. What source will have the answers?
2. What source can I use to find what I need?
3. Where can I find the sources?
4. Where can I find what information I need?

**Source 2**

**\*Circle the type of source**

C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0285750.wmfC:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900054709[1].wmf

**Source 1**

**\*Circle the type of source**

C:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0285750.wmfC:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900054709[1].wmf

Topic

**Draw a picture or write FACT 1**

**Draw a picture or write FACT 1**

**Draw a picture or write FACT 3**

**Draw a picture or write FACT 3**

**Draw a picture or write FACT 2**

**Draw a picture or write FACT 2**

Draw or write about the new information you learned from your sources?

How helpful was this source? Circle your answer.

**☺ Just Ok ☹**

Why or why not?

How helpful was this source? Circle your answer.

**☺ Just Ok ☹**

Why or why not?

|  |  |
| --- | --- |
| * **Students will follow ethical and legal guidelines in gathering and using information (1.3.3).** | |
| **Citations** | |
| **Source 1** |  |
| **Author’s Last Name** |  |
| **Author’s First Name** |  |
| **Source**  **\*Circle the type of source** | C:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900432645[1].pngC:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0285750.wmfC:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900054709[1].wmf |
| **Source 2** |  |
| **Author’s Last Name** |  |
| **Author’s First Name** |  |
| **Source**  **\*Circle the type of source** | C:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900432645[1].pngC:\Program Files\Microsoft Office\MEDIA\CAGCAT10\j0285750.wmfC:\Users\dallen\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OXZKMNPX\MC900054709[1].wmf |

**Grades 3-5**

**The Common Core State Standards (CCSS) emphasizes students engaging in short focused research.  According to the CCSS, students in grades 3-5 need to participate in research and writing projects throughout the year.  This means scaffolding the teaching and learning of research so that students can progress towards independently completing re****search projects.**

**GRADES 3-5 SCHOOL LIBRARIAN DIRECTIONS**

**The school librarian will need to conduct at least two shared short focused research tasks which must:**

**•Include at least ten or more students**

**•Measure two points in time within the school year with at least 8 weeks between those two points in time.**

**•Demonstrate an increase on the school library performance rubric average score based on following an inquiry based research process by 5% as compared to the score earned by the student data sample on the baseline performance.**

**School librarians may use their own graphic organizer(s) if the graphic organizer(s) used shows evidence aligned to the required 5 performance measures aligned to AASL Standards for the 21st-Century Learner.**

**The school librarian must use the required School Library DPAS II Rubric to address the following 5 performance measures which are aligned to AASL Standards for the 21st-Century Learner. Learners use skills, resources and tools to:**

1. **Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives (1.1.1).**
2. **Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge (2.1.1).**
3. **Students will complete the inquiry based research process by demonstrating new understandings (3.1.1).**
4. **Students will organize information so it makes sense to self and others (2.1.2).**
5. **Students will follow ethical and legal guidelines in gathering and using information (1.3.3).**

**\*Please note that various forms of note taking and/or information collection can be used as long as the students are addressing the performance measures.**

**\*When students are involved in the research process it is important to teach students how to evaluate source credibility.**

**REQUIRED Grades 3-5 School Library DPAS II Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1.1.1 Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives.  2.1.1 Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge.  3.1.1 Students will complete the inquiry based research process by demonstrating new understandings.  2.1.2 Students will organize information so it makes sense to self and others.  1.3.3 Follow ethical and legal guidelines in gathering and using information. | | | | | |
|  | **4**  **There is evidence the student effectively:** | **3**  **There is some evidence the student:** | **2**  **There is limited evidence the student:** | **1**  **There is little evidence the student:** | **0**  **There is no evidence the student:** |
| **1.1.1** | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. |
| **2.1.1** | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. |
| **3.1.1** | Completed the inquiry based research process by demonstrating new understandings. | Completed the inquiry based research process by demonstrating new understandings. | Completed the inquiry based research process by demonstrating new understandings. | Completed the inquiry based research process by demonstrating new understandings. | Completed the inquiry based research process by demonstrating new understandings. |
| **2.1.2** | Organized information so it makes sense to self and others. | Organized information so it makes sense to self and others. | Organized information so it makes sense to self and others. | Organized information so it makes sense to self and others. | Organized information so it makes sense to self and others. |
| **1.3.3** | Followed ethical and legal guidelines in gathering and using information. | Followed ethical and legal guidelines in gathering and using information. | Followed ethical and legal guidelines in gathering and using information. | Followed ethical and legal guidelines in gathering and using information. | Followed ethical and legal guidelines in gathering and using information. |
|  | Total Points x 4 =\_\_\_\_\_ | Total Points x 3 =\_\_\_\_\_ | Total Points x 2 =\_\_\_\_\_ | Total Points x 1 =\_\_\_\_\_ | Total Points x 0 =\_\_\_\_\_ |
|  | Total Score =\_\_\_\_\_ |  | | | |

**The CCSS emphasizes students engaging in short focused research.  According to the CCSS, students in grades 3-5 need to participate in research and writing projects throughout the year.  This means scaffolding the teaching and learning of research so that students can progress towards independently completing research projects.**

**School Library**

**Combined (5 Required and 5 Selected) Performance Measures for Student Growth**

**Grades 3-5 DPAS II Performance Measures Addressed**

|  |
| --- |
| **Scoring will be based on:**   * A data sample of at least ten or more students * Two points in time within the school year with at least 8 weeks between those two points in time. * A change in average student data sample (group of 10 or more students) score from baseline to target. * An increase on the school library performance rubric average score based on following an inquiry based research process by 5% as compared to the score earned by the student data sample on the baseline performance. |
| **Required** Performance Measures addressed:  1.1.1 Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives.  2.1.1 Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge.  3.1.1 Students will complete the inquiry based research process by demonstrating new understandings.  2.1.2 Students will organize information so it makes sense to self and others.  1.3.3 Follow ethical and legal guidelines in gathering and using information.  **Selected** Performance Measures addressed(indicate the 5 chosen by LEA):  \_\_\_\_\_1.1.4 - Find, Evaluate, and select appropriate sources to answer questions  \_\_\_\_\_1.1.5 - Evaluate information found in selected sources.  \_\_\_\_\_1.1.6 - Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.  \_\_\_\_\_1.1.7 - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.  \_\_\_\_\_1.4.1 – Monitor own information-seeking process for effectiveness and progress, and adapt as necessary.  \_\_\_\_\_2.2.1 – Demonstrate flexibility in the use of resources by adapting information strategies to each specific resources and by seeking additional resources when clear conclusions cannot be drawn.  \_\_\_\_\_2.4.1 - Determine how to act on information (accept, reject, modify).  \_\_\_\_\_3.1.3 – Use writing and speaking skills to communicate new understandings effectively.  \_\_\_\_\_3.1.4 – Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess.  \_\_\_\_\_4.3.2 – Recognize that resources are created for a variety of purposes. |

**School Librarians**

**Student Data and Evidence Collection Sample**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Names** | **Baseline Score** | | **Target Score** | |
| 1. Scott Corbit | Required=  16 | Total=28 | Required=  18 | Total=  33 |
| Selected=  12 | Selected=  15 |
| 1. Danielle Steele | Required=  10 | Total=28 | Required=  12 | Total=  30 |
| Selected=  18 | Selected=  18 |
| 1. Ernest Hemingway | Required=  13 | Total=28 | Required=  14 | Total=  30 |
| Selected=  15 | Selected=  16 |
| 1. Ralph Ellison | Required=  11 | Total=31 | Required=  13 | Total=  33 |
| Selected=  20 | Selected=  20 |
| 1. Gary Paulson | Required=  19 | Total=24 | Required=  19 | Total=  34 |
| Selected=  5 | Selected=  15 |
| 1. Lady Gaga | Required=  14 | Total=30 | Required=  17 | Total=  37 |
| Selected=  16 | Selected=  20 |
| 1. Patricia Polacco | Required=  5 | Total=13 | Required=  5 | Total=  13 |
| Selected=  8 | Selected=  8 |
| 1. Alice Walker | Required=  0 | Total=0 | Required=  8 | Total=  18 |
| Selected=  0 | Selected=  10 |
| 1. Richard Ford | Required=  13 | Total=25 | Required=  13 | Total=  25 |
| Selected=  12 | Selected=  12 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Greg Tang | Required=  17 | Total=31 | Required=  16 | Total=  28 |
| Selected=  14 | Selected=  12 |
| 1. E. B. White | Required=  20 | Total=40 | Required=  10 | Total=  28 |
| Selected=  20 | Selected=  18 |
| 1. Maurice Sendak | Required=  9 | Total=21 | Required=  13 | Total=  28 |
| Selected=  12 | Selected=  15 |
| 1. Eric Carle | Required=  15 | Total=23 | Required=  11 | Total=  31 |
| Selected=  8 | Selected=  20 |
| 1. Chuck Klosterman | Required=  15 | Total=30 | Required=  19 | Total=  24 |
| Selected=  15 | Selected=  5 |
| 1. Phyllis Naylor | Required=  6 | Total=14 | Required=  14 | Total=  30 |
| Selected=  8 | Selected=  16 |
| 1. Ray Bradbury | Required=  7 | Total=19 | Required=  5 | Total=  13 |
| Selected=  12 | Selected=  8 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Shel Silverstein | | Required=  10 | Total=24 | | Required=  0 | Total=  0 |
| Selected=  14 | Selected=  0 |
| 1. Dan Gutman | | Required=  13 | Total=31 | | Required=  13 | Total=  25 |
| Selected=  18 | Selected=  12 |
| 1. Walter Dean Myers | Required=  7 | | Total=14 | | Required=  18 | Total=  36 |
| Selected=  7 | | Selected=  18 |
| 1. Virginia Hamilton | Required=  8 | | Total=16 | | Required=  12 | Total=  22 |
| Selected=  8 | | Selected=  10 |
| Average score of each performance session is calculated by adding the total points for each student and dividing by number of students | **Baseline Average Score**  Total points for student data sample(whole group)  470 ÷  Number of students  20 = 23.5 average student score  5% of 23.5= 1.175  Baseline score times 5 percent = target goal. | | | **Target Average Score**  Total points for student data sample(whole group)  534 ÷  Number of students  20 = 26.7 average student score  5% growth would equal of 23.5 +1.175= 24.675 | | Increase is demonstrated by comparing session one to session two.  **Steps to Calculate:**   * Target score   minus the baseline score equals the raw difference 26.7-23.5=3.2   * Take the raw difference   divided by the baseline score times 100 equals percentage growth  3.2÷23.5 x 100.  **Calculations:**  26.7 - 23.5=3.2  3.2 ÷ 23.5 x 100=  **13.6% growth.**  **Increase = 13.6% growth** |

**GRADES 3-5 SCHOOL LIBRARY TASK**

**The student will conduct a short focused inquiry based research project that builds knowledge and organizes and presents research information about a topic aligned to your LEA Core Curricula and Common Core State Standards.**

**GRADES 3-5 STUDENT LEARNING OUTCOME**

**The student learning outcome must be a student product which demonstrates proficiency to accomplish the short focused inquiry based research project. Through the research process the school librarian will gather evidence through a student product, which demonstrates proficiency to accomplish the shared short focused inquiry based research activities.**

* **You may use the following resources to assist your students in your research process:**
  + **LEA Core Subject Curriculum**
  + **Common Core State Standards -** [**http://www.corestandards.org**](http://www.corestandards.org/)
  + **Big 6 (or Super 3) -** [**http://www.big6.com**](http://www.big6.com/)
  + **UDLib/SEARCH -** [**http://udlibsearch.lib.udel.edu**](http://udlibsearch.lib.udel.edu)
* **Suggested product/outcome choices which show the information learned in the research process. \*The product could be determined by the school librarian in collaboration with the teacher(s) or decided by the student:**

|  |  |  |  |
| --- | --- | --- | --- |
| Power Point | Web 2.0  (i.e. Digital Story, Wiki) | Skit | Performance |
| Picture Book | Comic Strip | Publication | Written Response |
| Video | Illustrations/Poster | Game | Oral Presentation |

**The following are the graphic organizers recommended for students to engage in a short focused, inquiry based, research project. The graphic organizers included are to assist in scaffolding the research process. There are two graphic organizers included for each performance measure to help differentiate various levels of learners. School librarians may use their own graphic organizer(s) if the graphic organizer(s) used shows evidence aligned to the required 5 performance measures which are aligned to AASL Standards for the 21st-Century Learner.**

**Grades 3-5 Student Research Graphic Organizer #1**

**EQ: How can I use research to build and present information?**

|  |
| --- |
| * **Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives (1.1.1).** |

**TOPIC**

**What do I know?**

**What do I wonder?**



|  |
| --- |
| * **Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge (2.1.1).** * **Students will complete the inquiry based research process by demonstrating new understandings (3.1.1).**   **As you complete the graphic organizer, think about…**   1. What source will have the answers? 2. What source can I use to find what I need? 3. Where can I find the sources? 4. Where can I find what information I need? |

|  |  |  |  |
| --- | --- | --- | --- |
| **Source Title** | **Fact(s) from your note taking device.** | **What information is new to you?** | **How helpful was this source?**  **☺**  **Just Ok**  **☹** |
| **Book**  **URL**  **Interview** | **Why or why not?** |
| **Source Title** | **Fact(s) from your note taking device.** | **What information is new to you?** | **How helpful was this source?**  **☺**  **Just Ok**  **☹** |
| **Book**  **URL**  **Interview** | **Why or why not?** |
| **Source Title** | **Fact(s) from your note taking device.** | **What information is new to you?** | **How helpful was this source?**  **☺**  **Just Ok**  **☹** |
| **Book**  **URL**  **Interview** | **Why or why not?** |

|  |
| --- |
| * **Students will organize information so it makes sense to self and others (2.1.2).**   **As you complete the graphic organizer, think about…**   1. How can I organize what I have learned to best share with others? 2. How will I share my research with others? |

**Suggested product/outcome choices which show the information learned in the research process. Check the one you will use:**

|  |  |  |  |
| --- | --- | --- | --- |
| \_\_\_\_Power Point | \_\_\_\_Web 2.0  (i.e. Digital Story, Wiki) | \_\_\_\_Skit | \_\_\_\_Performance |
| \_\_\_\_Picture Book | \_\_\_\_Comic Strip | \_\_\_\_Publication | \_\_\_\_Written Response |
| \_\_\_\_Video | \_\_\_\_Illustrations/Poster | \_\_\_\_Game | \_\_\_\_Oral Presentation |

How will you introduce what you have learned?

Last important information I want to share?

Next important information I want to share.

First important information I want to share.

How will you close your presentation?

* **Students will follow ethical and legal guidelines in gathering and using information (1.3.3).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Book(one author)** | | | **Book(one author)** | |
| Author’s Last Name, First Name | |  | Author’s Last Name, First Name |  |
| Title of Book | |  | Title of Book |  |
| City of Publication | |  | City of Publication |  |
| Publisher | |  | Publisher |  |
| Copyright Year | |  | Copyright Year |  |
| **Magazine Article** | | | **Magazine Article** | |
| Title of Article | |  | Title of Article |  |
| Name of Magazine | |  | Name of Magazine |  |
| Author’s Last Name, First Name (if available) | |  | Author’s Last Name, First Name (if available) |  |
| Volume, Pages | |  | Volume, Pages |  |
| City of Publication | |  | City of Publication |  |
| Publisher | |  | Publisher |  |
| Copyright Year | |  | Copyright Year |  |
| **Encyclopedia Article** | |  | **Encyclopedia Article** |  |
| Author’s Last name, First Name | |  | Author’s Last name, First Name |  |
| Title of Article | |  | Title of Article |  |
| Name of Encyclopedia | |  | Name of Encyclopedia |  |
| Editor of Encyclopedia (if available) | |  | Editor of Encyclopedia (if available) |  |
| Volume, Pages | |  | Volume, Pages |  |
| City of Publication | |  | City of Publication |  |
| **Database** | | | **Database** | |
| Author’s Last name, First Name |  | | Author’s Last name, First Name |  |
| Title of Article or Book |  | | Title of Article or Book |  |
| Title of Publication |  | | Title of Publication |  |
| Date of Publication |  | | Date of Publication |  |
| Date of Access |  | | Date of Access |  |
| Publisher |  | | Publisher |  |
| **Website** | | | **Website** | |
| Author’s Last Name, First Name |  | | Author’s Last Name, First Name |  |
| Title of Web Page |  | | Title of Web Page |  |
| Title of Website (if different) |  | | Title of Website (if different) |  |
| Publisher of Website |  | | Publisher of Website |  |
| URL |  | | URL |  |
| Last updated Date |  | | Last updated Date |  |
| Retrieval Date |  | | Retrieval Date |  |
| **Interview** | | | **Interview** | |
| Person |  | | Person |  |
| Person who conducted the interview |  | | Person who conducted the interview |  |
| Type of interview  (i.e. face to face, phone) |  | | Type of interview  (i.e. face to face, phone) |  |
| Location of interview |  | | Location of interview |  |
| Date of interview |  | | Date of interview |  |

**Grades 3-5 Student Research Graphic Organizer #2**

**EQ: How can I use research to build and present information?**

|  |
| --- |
| * **Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives (1.1.1).**   **Topic:** |

**Ideas/things I want to know more about:**

**What I want to know (questions I have):**

**1.**

**2.**

**3.**

**1.**

**2.**

**3.**

|  |
| --- |
| * **Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge (2.1.1).** * **Students will complete the inquiry based research process by demonstrating new understandings (3.1.1).**   **As you complete the graphic organizer, think about…**   1. What source will have the answers? 2. What source can I use to find what I need? 3. Where can I find the sources? 4. Where can I find what information I need? |

|  |  |  |
| --- | --- | --- |
| **Type of Source** | **Information Found**  **\*Did you find information new to you?** | **Which sources were the most helpful? Why?** |
| **Books**  **1.**  **2.**  **3.** |
| **Websites**  **1.**  **2.**  **3.** |
| **UDLib/SEARCH**  **1.**  **2.**  **3.** |
| **Multimedia**  **1.**  **2.**  **3.** | **Which sources were not very helpful? Why?** |
| **Graphs and Charts**  **1.**  **2.**  **3.** |
| **Maps and Diagrams**  **1.**  **2.**  **3.** |

|  |
| --- |
| * **Students will organize information so it makes sense to self and others (2.1.2).**   **As you complete the graphic organizer, think about…**   1. How can I organize what I have learned to best share with others? 2. How will I share my research with others? |

**Suggested product/outcome choices which show the information learned in the research process. Check the one you will use:**

|  |  |  |  |
| --- | --- | --- | --- |
| \_\_\_\_Power Point | \_\_\_\_Web 2.0  (i.e. Digital Story, Wiki) | \_\_\_\_Skit | \_\_\_\_Performance |
| \_\_\_\_Picture Book | \_\_\_\_Comic Strip | \_\_\_\_Publication | \_\_\_\_Written Response |
| \_\_\_\_Video | \_\_\_\_Illustrations/Poster | \_\_\_\_Game | \_\_\_\_Oral Presentation |

How will you introduce what you have learned?

Last important information I want to share?

Next important information I want to share.

First important information I want to share.

How will you close your presentation?

* **Students will follow ethical and legal guidelines in gathering and using information (1.3.3).**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Book(one author)** | | | **Book(one author)** | |
| Author’s Last Name, First Name | |  | Author’s Last Name, First Name |  |
| Title of Book | |  | Title of Book |  |
| City of Publication | |  | City of Publication |  |
| Publisher | |  | Publisher |  |
| Copyright Year | |  | Copyright Year |  |
| **Magazine Article** | | | **Magazine Article** | |
| Title of Article | |  | Title of Article |  |
| Name of Magazine | |  | Name of Magazine |  |
| Author’s Last Name, First Name (if available) | |  | Author’s Last Name, First Name (if available) |  |
| Volume, Pages | |  | Volume, Pages |  |
| City of Publication | |  | City of Publication |  |
| Publisher | |  | Publisher |  |
| Copyright Year | |  | Copyright Year |  |
| **Encyclopedia Article** | |  | **Encyclopedia Article** |  |
| Author’s Last name, First Name | |  | Author’s Last name, First Name |  |
| Title of Article | |  | Title of Article |  |
| Name of Encyclopedia | |  | Name of Encyclopedia |  |
| Editor of Encyclopedia (if available) | |  | Editor of Encyclopedia (if available) |  |
| Volume, Pages | |  | Volume, Pages |  |
| City of Publication | |  | City of Publication |  |
| **Database** | | | **Database** | |
| Author’s Last name, First Name |  | | Author’s Last name, First Name |  |
| Title of Article or Book |  | | Title of Article or Book |  |
| Title of Publication |  | | Title of Publication |  |
| Date of Publication |  | | Date of Publication |  |
| Date of Access |  | | Date of Access |  |
| Publisher |  | | Publisher |  |
| **Website** | | | **Website** | |
| Author’s Last Name, First Name |  | | Author’s Last Name, First Name |  |
| Title of Web Page |  | | Title of Web Page |  |
| Title of Website (if different) |  | | Title of Website (if different) |  |
| Publisher of Website |  | | Publisher of Website |  |
| URL |  | | URL |  |
| Last updated Date |  | | Last updated Date |  |
| Retrieval Date |  | | Retrieval Date |  |
| **Interview** | | | **Interview** | |
| Person |  | | Person |  |
| Person who conducted the interview |  | | Person who conducted the interview |  |
| Type of interview  (i.e. face to face, phone) |  | | Type of interview  (i.e. face to face, phone) |  |
| Location of interview |  | | Location of interview |  |
| Date of interview |  | | Date of interview |  |

**Grades 6-12**

**The Common Core State Standards (CCSS) emphasizes students engaging in short focused research.  According to the CCSS, students in grades 6-12 need to participate in research and writing projects throughout the year.  This means scaffolding the teaching and learning of research so that students can independently participate in research projects.**

**GRADES 6-12 SCHOOL LIBRARIAN DIRECTIONS**

**The school librarian will need to conduct at least two shared short focused research tasks which must:**

**•Include at least ten or more students**

**•Measure two points in time within the school year with at least 8 weeks between those two points in time.**

**•Demonstrate an increase on the school library performance rubric average score based on following an inquiry based research process by 5% as compared to the score earned by the student data sample on the baseline performance.**

**School librarians may use their own graphic organizer(s) if the graphic organizer(s) used shows evidence aligned to the required 5 performance measures aligned to AASL Standards for the 21st-Century Learner.**

**The school librarian must use the required School Library DPAS II Rubric to address the following 5 performance measures which are aligned to AASL Standards for the 21st-Century Learner. Learners use skills, resources and tools to:**

1. **Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives (1.1.1).**
2. **Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge (2.1.1).**
3. **Students will complete the inquiry based research process by demonstrating new understandings (3.1.1).**
4. **Students will organize information so it makes sense to self and others (2.1.2).**
5. **Students will follow ethical and legal guidelines in gathering and using information (1.3.3).**

**\*Please note that various forms of note taking and/or information collection can be used as long as the students are addressing the required performance measures.**

**\*When students are involved in the research process it is important to teach students how to evaluate source credibility.**

**REQUIRED Grades 6-12 School Library DPAS II Rubric**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1.1.1 Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives.  2.1.1 Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge.  3.1.1 Students will complete the inquiry based research process by demonstrating new understandings.  2.1.2 Students will organize information so it makes sense to self and others.  1.3.3 Follow ethical and legal guidelines in gathering and using information. | | | | | |
|  | **4**  **There is evidence the student effectively:** | **3**  **There is some evidence the student:** | **2**  **There is limited evidence the student:** | **1**  **There is little evidence the student:** | **0**  **There is no evidence the student:** |
| **1.1.1** | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. | Followed an inquiry based research process in seeking information for curricular subjects and made real-world connections for using this process through dictating, drawing, and/or writing. |
| **2.1.1** | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. | Applied higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge. |
| **3.1.1** | Completed the inquiry based research process by demonstrating new understandings. | Completed the inquiry based research process by demonstrating new understandings. | Completed the inquiry based research process by demonstrating new understandings. | Completed the inquiry based research process by demonstrating new understandings. | Completed the inquiry based research process by demonstrating new understandings. |
| **2.1.2** | Organized information so it makes sense to self and others. | Organized information so it makes sense to self and others. | Organized information so it makes sense to self and others. | Organized information so it makes sense to self and others. | Organized information so it makes sense to self and others. |
| **1.3.3** | Followed ethical and legal guidelines in gathering and using information. | Followed ethical and legal guidelines in gathering and using information. | Followed ethical and legal guidelines in gathering and using information. | Followed ethical and legal guidelines in gathering and using information. | Followed ethical and legal guidelines in gathering and using information. |
|  | Total Points x 4 =\_\_\_\_\_ | Total Points x 3 =\_\_\_\_\_ | Total Points x 2 =\_\_\_\_\_ | Total Points x 1 =\_\_\_\_\_ | Total Points x 0 =\_\_\_\_\_ |
|  | Total Score =\_\_\_\_\_ |  | | | |

**The CCSS emphasizes students engaging in short focused research.  According to the CCSS, students in grades 6-12 need to participate in research and writing projects throughout the year.  This means scaffolding the teaching and learning of research so that students can independently participate in research projects.**

**School Library DPAS II**

**Combined (5 Required and 5 Selected) Performance Measures for Student Growth**

**Grades 6-12 DPAS II Performance Measures Addressed**

|  |
| --- |
| **Scoring will be based on:**   * A data sample of at least ten or more students * Two points in time within the school year with at least 8 weeks between those two points in time. * A change in average student data sample (group of 10 or more students) score from baseline to target. * An increase on the school library performance rubric average score based on following an inquiry based research process by 5% as compared to the score earned by the student data sample on the baseline performance. |
| **Required** Performance Measures addressed:  1.1.1 Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives.  2.1.1 Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge.  3.1.1 Students will complete the inquiry based research process by demonstrating new understandings.  2.1.2 Students will organize information so it makes sense to self and others.  1.3.3 Follow ethical and legal guidelines in gathering and using information.  **Selected** Performance Measures addressed(indicate the 5 chosen by LEA):  \_\_\_\_\_1.1.4 - Find, Evaluate, and select appropriate sources to answer questions  \_\_\_\_\_1.1.5 - Evaluate information found in selected sources.  \_\_\_\_\_1.1.6 - Read, view, and listen for information presented in any format (e.g. textual, visual, media, digital) in order to make inferences and gather meaning.  \_\_\_\_\_1.1.7 - Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.  \_\_\_\_\_1.4.1 – Monitor own information-seeking process for effectiveness and progress, and adapt as necessary.  \_\_\_\_\_2.2.1 – Demonstrate flexibility in the use of resources by adapting information strategies to each specific resources and by seeking additional resources when clear conclusions cannot be drawn.  \_\_\_\_\_2.4.1 - Determine how to act on information (accept, reject, modify).  \_\_\_\_\_3.1.3 – Use writing and speaking skills to communicate new understandings effectively.  \_\_\_\_\_3.1.4 – Use technology and other information tools to organize and display knowledge and understandings in ways that others can view, use, and assess.  \_\_\_\_\_4.3.2 – Recognize that resources are created for a variety of purposes. |

**School Librarians**

**Student Data and Evidence Collection Sample**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Names** | **Baseline Score** | | **Target Score** | |
| 1. Scott Corbit | Required=  16 | Total=28 | Required=  18 | Total=  33 |
| Selected=  12 | Selected=  15 |
| 1. Danielle Steele | Required=  10 | Total=28 | Required=  12 | Total=  30 |
| Selected=  18 | Selected=  18 |
| 1. Ernest Hemingway | Required=  13 | Total=28 | Required=  14 | Total=  30 |
| Selected=  15 | Selected=  16 |
| 1. Ralph Ellison | Required=  11 | Total=31 | Required=  13 | Total=  33 |
| Selected=  20 | Selected=  20 |
| 1. Gary Paulson | Required=  19 | Total=24 | Required=  19 | Total=  34 |
| Selected=  5 | Selected=  15 |
| 1. Lady Gaga | Required=  14 | Total=30 | Required=  17 | Total=  37 |
| Selected=  16 | Selected=  20 |
| 1. Patricia Polacco | Required=  5 | Total=13 | Required=  5 | Total=  13 |
| Selected=  8 | Selected=  8 |
| 1. Alice Walker | Required=  0 | Total=0 | Required=  8 | Total=  18 |
| Selected=  0 | Selected=  10 |
| 1. Richard Ford | Required=  13 | Total=25 | Required=  13 | Total=  25 |
| Selected=  12 | Selected=  12 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1. Greg Tang | Required=  17 | Total=31 | Required=  16 | Total=  28 |
| Selected=  14 | Selected=  12 |
| 1. E. B. White | Required=  20 | Total=40 | Required=  10 | Total=  28 |
| Selected=  20 | Selected=  18 |
| 1. Maurice Sendak | Required=  9 | Total=21 | Required=  13 | Total=  28 |
| Selected=  12 | Selected=  15 |
| 1. Eric Carle | Required=  15 | Total=23 | Required=  11 | Total=  31 |
| Selected=  8 | Selected=  20 |
| 1. Chuck Klosterman | Required=  15 | Total=30 | Required=  19 | Total=  24 |
| Selected=  15 | Selected=  5 |
| 1. Phyllis Naylor | Required=  6 | Total=14 | Required=  14 | Total=  30 |
| Selected=  8 | Selected=  16 |
| 1. Ray Bradbury | Required=  7 | Total=19 | Required=  5 | Total=  13 |
| Selected=  12 | Selected=  8 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Shel Silverstein | | Required=  10 | Total=24 | | Required=  0 | Total=  0 |
| Selected=  14 | Selected=  0 |
| 1. Dan Gutman | | Required=  13 | Total=31 | | Required=  13 | Total=  25 |
| Selected=  18 | Selected=  12 |
| 1. Walter Dean Myers | Required=  7 | | Total=14 | | Required=  18 | Total=  36 |
| Selected=  7 | | Selected=  18 |
| 1. Virginia Hamilton | Required=  8 | | Total=16 | | Required=  12 | Total=  22 |
| Selected=  8 | | Selected=  10 |
| Average score of each performance session is calculated by adding the total points for each student and dividing by number of students | **Baseline Average Score**  Total points for student data sample(whole group)  470 ÷  Number of students  20 = 23.5 average student score  5% of 23.5= 1.175  Baseline score times 5 percent = target goal. | | | **Target Average Score**  Total points for student data sample(whole group)  534 ÷  Number of students  20 = 26.7 average student score  5% growth would equal of 23.5 +1.175= 24.675 | | Increase is demonstrated by comparing session one to session two.  **Steps to Calculate:**   * Target score   minus the baseline score equals the raw difference 26.7-23.5=3.2   * Take the raw difference   divided by the baseline score times 100 equals percentage growth  3.2÷23.5 x 100.  **Calculations:**  26.7 - 23.5=3.2  3.2 ÷ 23.5 x 100=  **13.6% growth.**  **Increase = 13.6% growth** |

**GRADES 6-12 SCHOOL LIBRARY TASK**

**The student will conduct a short focused inquiry based research project that builds knowledge and organizes and presents research information about a topic aligned to your LEA Core Curricula and Common Core State Standards.**

**GRADES 6-12 STUDENT LEARNING OUTCOME**

**The student learning outcome must be a student product which demonstrates proficiency to accomplish the short focused inquiry based research project. Through the research process the school librarian will gather evidence through a student product, which demonstrates proficiency to accomplish the shared short focused inquiry based research activities.**

* **You may use the following resources to assist your students in your research process:**
  + **LEA Core Subject Curriculum**
  + **Common Core State Standards -** [**http://www.corestandards.org**](http://www.corestandards.org/)
  + **Big 6 (or Super 3) -** [**http://www.big6.com**](http://www.big6.com/)
  + **UDLib/SEARCH -** [**http://udlibsearch.lib.udel.edu**](http://udlibsearch.lib.udel.edu)
  + **Citation Style Guides and/or online citation generators**
* **Suggested product/outcome choices which show the information learned in the research process. \*The product could be determined by the school librarian in collaboration with the teacher(s) or decided by the student:**

|  |  |  |  |
| --- | --- | --- | --- |
| Power Point | Web 2.0  (i.e. Digital Story, Wiki) | Skit | Performance |
| Picture Book | Comic Strip | Publication | Written Response |
| Video | Illustrations/Poster | Game | Oral Presentation |

**The following are the graphic organizers recommended for students to engage in a short focused, inquiry based, research project. The graphic organizers included are to assist in scaffolding the research process. There are two graphic organizers included for each performance measure to help differentiate various levels of learners. School librarians may use their own graphic organizer(s) if the graphic organizer(s) used shows evidence aligned to the required 5 performance measures which are aligned to AASL Standards for the 21st-Century Learner.**

**Student Research Graphic Organizer #1**

**EQ: How can I use research to build and present knowledge?**

* **Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives (1.1.1).**

**As you complete the graphic organizer…**

1. **Determine a purpose and need for information—What am I supposed to do?**
2. **Write what you already know about your research topic.**
3. **Decide what questions you have about your topic?**

**Seeking Information**

What exactly I want to know (questions that I have):

Ideas/things that I want to know more about:

* **Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge (2.1.1).**

**\*When students are involved in the research process it is important to teach students how to evaluate source credibility.**

**Learning Log for Reflective Notetaking**

|  |  |
| --- | --- |
| **Information Found** | **Reactions and New Understandings** |
| Learning logs can be used any time you are responsible for writing down information from your sources.  Write the information found in your own words. Share your reactions and new understandings. | New understandings can include:   * Personal comments or feelings about the information * Challenges to the text (bias) * Questions for further research * Notes about organization * Connections to previous knowledge |
| **Question(s):** | |
| **Information Found** | **Reactions and New Understandings** |
|  |  |

* **Students will complete the inquiry based research process by demonstrating new understandings (3.1.1).**

**Think about:**

**How will I integrate the research information I find? How will I Integrate information from a variety of sources?**

**USING BACKGROUND INFORMATION TO BRAINSTORM IDEAS**

Source:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Information:

Source:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Information:

Source:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Information:

Source:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Information:

* **Students will organize information so it makes sense to self and others (2.1.2).**

**Think about:**

**How will I show my results? How will I present information learned in a coherent manner that is appropriate to the task and the audience?**

**Notetaking Grid**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Source** | **Information** | **Key Words** | **Information in my own words** |
| **Key Question:** |  |  |  |  |
| **Key Question:** |  |  |  |  |

* **Students will follow ethical and legal guidelines in gathering and using information (1.3.3).**

**As you complete this section think about…**

**How will I give credit to my sources in my final product or performance?**

**Works cited Worksheet**

To generate a bibliography, capture the following information for different types of sources. Then you may use a free online citation generator to format the bibliographic entry (for example, [www.easybib.com](http://www.easybib.com); [www.bibme.org](http://www.bibme.org); or [www.workscited4u.com](http://www.workscited4u.com)).

|  |  |  |  |
| --- | --- | --- | --- |
| **Book(one author)** | | **Book(one author)** | |
| Author’s Last Name, First Name |  | Author’s Last Name, First Name |  |
| Title of Book |  | Title of Book |  |
| City of Publication |  | City of Publication |  |
| Publisher |  | Publisher |  |
| Copyright Year |  | Copyright Year |  |
| **Magazine Article** | | **Magazine Article** | |
| Title of Article |  | Title of Article |  |
| Name of Magazine |  | Name of Magazine |  |
| Author’s Last name, First Name  (if available) |  | Author’s Last name, First Name  (if available) |  |
| Volume, Pages |  | Volume, Pages |  |
| City of Publication |  | City of Publication |  |
| Publisher |  | Publisher |  |
| Copyright Year |  | Copyright Year |  |
| **Encyclopedia Article** |  | **Encyclopedia Article** |  |
| Author’s Last name, First Name |  | Author’s Last name, First Name |  |
| Title of Article |  | Title of Article |  |
| Name of Encyclopedia |  | Name of Encyclopedia |  |
| Editor of Encyclopedia  (if available) |  | Editor of Encyclopedia  (if available) |  |
| Volume, Pages |  | Volume, Pages |  |
| City of Publication |  | City of Publication |  |
| **Database** | | **Database** | |
| Author’s Last Name, First Name |  | Author’s Last Name, First Name |  |
| Title of Article or Book |  | Title of Article or Book |  |
| Title of Publication |  | Title of Publication |  |
| Date of Publication |  | Date of Publication |  |
| Date of Access |  | Date of Access |  |
| Publisher |  | Publisher |  |
| **Website** | | **Website** | |
| Author’s Last Name, First Name |  | Author’s Last Name, First Name |  |
| Title of Web Page |  | Title of Web Page |  |
| Title of Website (if different) |  | Title of Website (if different) |  |
| Publisher of Website |  | Publisher of Website |  |
| URL |  | URL |  |
| Last updated Date |  | Last updated Date |  |
| Retrieval Date |  | Retrieval Date |  |
| **Interview** | | **Interview** | |
| Person |  | Person |  |
| Person who conducted the interview |  | Person who conducted the interview |  |
| Type of interview (i.e. face to face, phone) |  | Type of interview (i.e. face to face, phone) |  |
| Location of interview |  | Location of interview |  |
| Date of interview |  | Date of interview |  |

**Grades 6-12 Student Research Graphic Organizer #2**

**EQ: How can I use research to build and present knowledge?**

* **Students will follow an inquiry based research process in seeking information for curricular subjects, making real-world connections for using this process in their own lives (1.1.1).**

**As you complete this section…**

1. **Determine a purpose and need for information—What am I supposed to do?**
2. **Write what you already know about your research topic.**
3. **Decide what questions you have about your topic.**

**Connecting Ideas to Own Interests**

**What do I want to find out?**

**What do I want to find out?**

**What do**

**TOPIC**

**What do I want to find out?**

**What do I want to find out?**

* **Students will apply higher order thinking skills within the inquiry based research process in order to construct new understandings, draw conclusions, and create new knowledge (2.1.1).**

**\*Remember - When students are involved in the research process it is important to teach students how to evaluate source credibility.**

**Source Comparison**

|  |  |  |
| --- | --- | --- |
| **SOURCE:** | **SOURCE:** | **SOURCE:** |
| **Viewpoint:** *What is the perspective of the author or publisher?* | **Viewpoint:** *What is the perspective of the author or publisher?* | **Viewpoint:** *What is the perspective of the author or publisher?* |
| **Authority:** *Why can we believe this source?* | **Authority:** *Why can we believe this source?* | **Authority:** *Why can we believe this source?* |
| **Accuracy:** *How up-to-date and accurate is the source?* | **Accuracy:** *How up-to-date and accurate is the source?* | **Accuracy:** *How up-to-date and accurate is the source?* |
| **Reliability:** *Can this source be relied upon to present high-quality information on all topics and every time?* | **Reliability:** *Can this source be relied upon to present high-quality information on all topics and every time?* | **Reliability:** *Can this source be relied upon to present high-quality information on all topics and every time?* |
| **Notes:** *What are special features about this source?* | **Notes:** *What are special features about this source?* | **Notes:** *What are special features about this source?* |

* **Students will complete the inquiry based research process by demonstrating new understandings (3.1.1).**

**As you complete this section think about…**

**How will I integrate the research information I find? How will I integrate information from a variety of sources?**

**SUMMARIZING THE IMPORTANT IDEAS**

**Important**

**Idea**

**Important**

**Idea**

**Important**

**Idea**

**Important**

**Idea**

**SUMMARY:**

* **Students will organize information so it makes sense to self and others (2.1.2).**

**As you complete this section think about…**

**What product will I create to demonstrate what I have learned? How will I organize the information I gather in order to develop a product? How will I present the information I learned in a coherent manner that is appropriate to the task and the audience?**

**Who Is The Audience?**

**What evidence will the audience find interesting?**

**The format and length that will be most effective for this audience: Why?**

**Special features I should include (e.g., sound, visuals, charts, oral presentations)**

* **Students will follow ethical and legal guidelines in gathering and using information (1.3.3).**

**As you complete this section think about…**

**How will I give credit to my sources in my final product or performance?**

**Works Cited Worksheet**

To generate a works cited, capture the following information for different types of sources. Then you may use a free online citation generator to format the entry (for example, [www.easybib.com](http://www.easybib.com); [www.bibme.org](http://www.bibme.org); or [www.workscited4u.com](http://www.workscited4u.com)).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Book(one author)** | | | **Book(one author)** | | |
| Author’s Last Name, First Name |  | | Author’s Last Name, First Name |  | |
| Title of Book |  | | Title of Book |  | |
| City of Publication |  | | City of Publication |  | |
| Publisher |  | | Publisher |  | |
| Copyright Year |  | | Copyright Year |  | |
| **Magazine Article** | | | **Magazine Article** | | |
| Title of Article |  | | Title of Article |  | |
| Name of Magazine |  | | Name of Magazine |  | |
| Author’s Last name, First Name (if available) |  | | Author’s Last name, First Name  (if available) |  | |
| Volume, Pages |  | | Volume, Pages |  | |
| City of Publication |  | | City of Publication |  | |
| Publisher |  | | Publisher |  | |
| Copyright Year |  | | Copyright Year |  | |
| **Encyclopedia Article** |  | | **Encyclopedia Article** |  | |
| Author’s Last name, First Name |  | | Author’s Last name, First Name |  | |
| Title of Article |  | | Title of Article |  | |
| Name of Encyclopedia |  | | Name of Encyclopedia |  | |
| Editor of Encyclopedia  (if available) |  | | Editor of Encyclopedia  (if available) |  | |
| Volume, Pages |  | | Volume, Pages |  | |
| City of Publication |  | | City of Publication |  | |
| **Database** | | | **Database** | |
| Author’s Last Name, First Name | |  | Author’s Last Name, First Name |  |
| Title of Article or Book | |  | Title of Article or Book |  |
| Title of Publication | |  | Title of Publication |  |
| Date of Publication | |  | Date of Publication |  |
| Date of Access | |  | Date of Access |  |
| Publisher | |  | Publisher |  |
| **Website** | | | **Website** | |
| Author’s Last Name, First Name | |  | Author’s Last Name, First Name |  |
| Title of Web Page | |  | Title of Web Page |  |
| Title of Website (if different) | |  | Title of Website (if different) |  |
| Publisher of Website | |  | Publisher of Website |  |
| URL | |  | URL |  |
| Last updated Date | |  | Last updated Date |  |
| Retrieval Date | |  | Retrieval Date |  |
| **Interview** | | | **Interview** | |
| Person | |  | Person |  |
| Person who conducted the interview | |  | Person who conducted the interview |  |
| Type of interview (i.e. face to face, phone) | |  | Type of interview (i.e. face to face, phone) |  |
| Location of interview | |  | Location of interview |  |
| Date of interview | |  | Date of interview |  |